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ABSTRACT

Many new vocational, technical, and adult education (VTAE) teachers have never taught before and perhaps have never taken a professional education course. The Wisconsin Board of VTAE has developed a spiral curriculum for new VTAE teachers, designed to aquaint them with basic procedures for planning and presenting a lesson, supervising student activities, and evaluating student progress in class. The spiral curriculum is started with a preservice workshop that consists of a 1-week experience in which participants are exposed to the basic elements of teaching. Following the workshop experience, the new teachers are offered three more courses during their first year of teaching: methods of teaching vocational education; course construction; and evaluation in vocational education. These courses are offered on a competency-based, partially individualized basis. This report describes the specific objectives of the initial teacher VTAE workshop and the activities developed to attain them. An overview is presented of an evaluation of the program, and conclusions and recommendations are offered. A model of the spiral curriculum is diagramed in the appendix. (JD)

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ED222450

FINAL REPORT

Project No. 30-106-150-319
1978-79

Funded By

Wisconsin Board of Vocational, Technical and Adult Education
Eugene Lehrmann, Director

Conducted through

Center for Vocational, Technical and Adult Education
University of Wisconsin-Stout
Menomonie, Wisconsin 54751

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ONE-WEEK PRE-SERVICE WORKSHOP FOR NEWLY HIRED VTAE TEACHERS

SP 021 089

Prepared by
Richard Peter and Richard Gebhart
Industrial Teacher Education Department

U.W.-Stout

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Statement of the Problem

Every year the VTAE system in Wisconsin hires new teachers to teach courses in both technical areas and general education. Many of these teachers have never taught before and perhaps have never taken a professional education course. The prospect of teaching a full class load without prior experience can become a major problem for many new teachers.

The beginning teacher can overcome these difficulties or at least lessen their impact by becoming acquainted with basic procedures for planning and presenting a lesson, supervising student activities and evaluating student progress in class. The first step to becoming a professional teacher is made easier when the new teacher successfully completes the coursework necessary for VTAE certification. Failure to prepare new teachers with these basic teaching skills is detrimental to the effectiveness of that teacher in meeting the needs of VTAE students.

Background Information

The Wisconsin Board VTAE has funded research at U.W.-Stout which has resulted in the spiral curriculum for new VTAE teachers. This curriculum has been field tested for one year and has shown great potential in meeting the needs of these teachers. See Appendix A for more information on the design and structure of the spiral curriculum.

The spiral curriculum is started by the pre-service workshop that is the first stage of the "spiral". It consists of a one-week experience in which participants are exposed to the basic elements of teaching in approximately 40 contact hours of instruction. The competencies or "survival skills" required of new VTAE teachers were identified in prior research funded by WBVTAE (Report on Project #19-091-151-227, "Competency Based Professional Education Sequence for Newly Hired VTAE Teachers", 1977). Following the workshop experience, the new teachers are offered three more courses during their first year of teaching: Methods of Teaching Voc. Ed., Course Construction, and Evaluation in Voc. Ed. These courses are offered on a competency based, partially individualized basis. The delivery system also includes visits by U.W.-Stout faculty, tele-lecture, video taping and other appropriate activities.

The pre-service workshop was taught for the first time during the U.W.-Stout summer session of 1977. Feedback was obtained on its effectiveness from participants and the workshop was revised as needed. The workshop was again offered during the last week of the summer session this year (1978) and complete details are presented in this report.

Objectives

The following objectives were developed for the pre-service workshop:

1. Introduce participants to basic concepts of teaching with emphasis on how students learn vocational-technical subject matter.

2. Provide an opportunity to examine a variety of teaching methods.

3. Develop basic teaching skills for integrating theory with practice in vocational-technical education.

4. Provide experience in selecting content and learning activities to meet course objectives.

5. Introduce participants to evaluation techniques designed to measure teaching effectiveness and student achievement of course objectives.

Procedure

These objectives were attained through the following activities:

1. Two Industrial Teacher Education faculty members were hired to teach the Pre-Service Workshop. Since funding was not available from WBVTAE at the time of the workshop, the salaries of the two faculty members (Dr. Duane Johnson and Dr. Ted Wiehe) were paid from the Industrial Teacher Education Department.

2. I.T.E. faculty arranged for travel, housing and classroom accommodations for the workshop participants.

3. Curriculum materials and related literature were prepared for use in the Pre-Service Workshop.

4. The workshop was conducted from July 31 through August 4. (See Appendix C for the agenda that was followed.)

5. Plans were made to continue the spiral curriculum by offering the Methods of Teaching Vocational Education course during the first semester of the 1978-79 school year.

Findings and Results

1. Ten new VTAE teachers attended the Pre-Service Workshop at U.W.-Stout. It proved to be a highly effective introduction to the teaching profession for the participants. See Appendix E for a summary of the participants' opinionnaire and evaluation of the workshop which will be used to revise the workshop for next year.

2. The project directors were disappointed in the small number of participants at the workshop. A study has been completed to determine the cause of the low enrollment and this information will be used to increase enrollment for next year.

3. The team teaching of the two faculty members was highly effective in meeting the workshop objectives.

4. The interaction between and among participants outside of the workshop scheduled agenda was beneficial for getting acquainted and discussing the problems faced by new teachers.

5. Participants who brought textbooks and other instructional materials for the courses they would teach seemed to progress faster than those who arrived without such materials.

6. Video taping of lessons and demonstrations was helpful in identifying elements of good teaching techniques.

Conclusions and Recommendations

1. The pre-service workshop should be offered again during the summer of 1979.

2. Contact must be made early in the year with all new teachers who are hired in the VTAE system. New VTAE teachers need to understand the opportunities that are available to them in meeting state requirements through participation in the Spiral Curriculum.

3. The rest of the courses in the spiral should be revised according to feedback received from instructors, students and VTAE supervisors.

4. Funding for the workshop is needed to pay faculty salaries and to pay for participant expenses to encourage attendance. Funding must be secured before the workshop is conducted.

APPENDIX A

-Notice of Funded VTAE Project

State of Wisconsin \ BOARD OF VOCATIONAL, TECHNICAL & ADULT EDUCATION

EUGENE LEHRMANN
State Director
4802 Sheboygan Avenue 7th Floor
MADISON, WISCONSIN 53702

RECEIVED
NOV 07 1978
Office of the Chancellor
University of Wisconsin-Stout

November 3, 1978

Dr. Robert Swanson
Chancellor
University of Wisconsin
Stout Campus
Menomonie, Wisconsin 54751

Dear Dr. Swanson:

The following project proposals are hereby awarded grants of federal monies in the following respective amounts:

Project Number	Total Approved Costs	% of Reimbursement	Grant Award
30-102-150-319 6074-1-C-79	$10,558	100%	$10,558
30-104-150-319 ✓1063-1-A-79	19,026	100%	19,026
30-106-150-319 1064-1-A-79	4,339	100%	4,339
30-704-150-319 6128-1-A-79	6,467	100%	6,467

VICE CHA[illegible]
UNIVERSITY OF [illegible]

The above grant awards are subject to the following conditions:

Project costs will be reimbursed in an amount not to exceed the smaller of the grant award or the percent of reimbursement multiplied times the total allowable project expenditures. However, awards may be prorated subject to the availability of federal funds.

The grantee guarantees the State Director or his designee full access to all records, classrooms and personnel.

The grantee must provide the State Board with the necessary evaluation reports and related information as required.

The grantee guarantees the project proposals conform with the intent and requirements of the Vocational Education Amendments of 1976 and the State Plan for Vocational Education.

The State Director shall retain final administrative and supervisory responsibility and authority for all projects funded under this act.

The State Board retains the right to reduce this grant if grantee fails to honor the conditions of the contract.

The grant award is also subject to any addendums forwarded with any previous approval letters (Pending Availability of Funds letter). Individual line items budgeted are as shown on your most recent approved financial form VE-AS-14.

Please sign the duplicate copy of this grant award and return it to the State Director within 10 days indicating whether or not you accept this grant award subject to the above conditions. If rejected, please indicate why.

Date: 11-15-78

District Director

Date: 11/3/78

Eugene Lehrmann

State Director and Executive Officer
Wisconsin Board of Vocational,
Technical and Adult Education

✓ Accepted

___ Rejected

4-C

STANDARD FINANCIAL REPORT - VE-AS-14 (REVISED 3/77) 1. PROJECT NUMBER 30-104-150-319 2. PRIORITY RANK 4

3. PROJECT TITLE Development and Utilization of Instructional Materials for CBTE Curriculum 4. SECTION OF ACT 130

5. BUDGET/REPORT PERIOD: FROM July 1, 1978 TO June 30, 1979

LINE NO.	CATEGORY	6. BUDGET NO. 2 BUDGETED	7. EXPENDITURE REPORT NO. REPORTED	CLAIMED	8. ENCUMBRANCE REPORT NO. REPORTED	CLAIMED
	ADMINISTRATION					
9.1	Salaries/Honorariums	$	$	$	$	$
9.2	Fringe Benefits					
9.3	Travel					
9.4	Equipment					
9.5	Supplies/Printing/Duplicating					
9.6	Other					
9.7	TOTAL ADMINISTRATION	$	$	$	$	$
9.8	FEDERAL SHARE REQUESTED ____ %	$	$	$	$	$
	PROG. IMPROV. & SUPP. SERVICES					
10.1	Salaries/Honorariums	$ 11,974	$	$	$	$
10.2	Fringe Benefits	1,802				
10.3	Travel	1,500				
10.4	Equipment	1,000				
10.5	Supplies/Printing/Duplicating	1,040				
10.6	Other	1,710				
10.7	TOTAL PROG. IMPROV. & SUPP. SERVICES	$ 19,026	$	$	$	$
10.8	FEDERAL SHARE REQUESTED 100 %	$ 19,026	$	$	$	$
	TRAINING/INSTRUCTION					
11.1	Salaries/Honorariums	$	$	$	$	$
11.2	Fringe Benefits					
11.3	Travel					
11.4	Equipment					
11.5	Supplies/Printing/Duplicating					
11.6	Other					
11.7	TOTAL TRAINING/INSTRUCTION	$	$	$	$	$
11.8	FEDERAL SHARE REQUESTED ____ %	$	$	$	$	$
12.	TOTAL ADMIN., SERVICES, & TRAIN./INST.	$ 19,026	$	$	$	$
13.	FEDERAL SHARE OF TOTAL ADMIN., SERVICES, & TRAIN./INST.	$ 19,026	$	$	$	$

10

11

14. FINAL CLAIM FOR REIMBURSEMENT YES ☐ NO ☐

15. DISTRICT/APPLICANT OR AUTHORIZED SIGNATURE [signature] DATE 11/3/78

16. DISTRICT/APPLICANT TITLE

ADDENDUM TO PROJECT PROPOSAL
VE-VE-4 (Rev. 7/76)

Project Number 30-104-150-319

All costs have been transferred from category 11 to category 10 (see revised VE-AS-14).

11/3/78
Date

Eugene R. Kramer
State Director

APPENDIX B

-Spiral Curriculum Design

-Spiral Curriculum Model

UNIVERSITY OF WISCONSIN
STOUT
MENOMONIE, WISCONSIN 54751

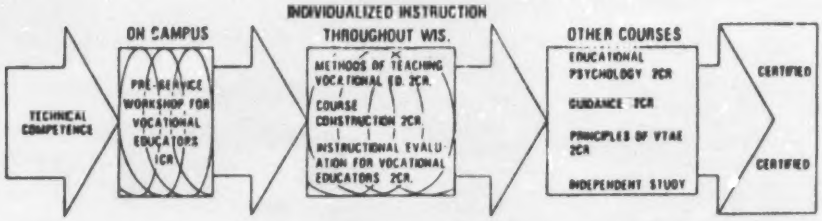
INFORMATION FOR NEW VTAE TEACHERS
on
THE SPIRAL CURRICULUM

INDUSTRIAL TEACHER EDUCATION DEPARTMENT
Dr. Richard Gebhart/Dr. Richard Peter, Co-Directors

CERTIFICATION: As a new teacher in the VTAE system, you are required to be certified by the VTAE system in Wisconsin. This means that if you do not have a teaching certificate, you will be required to complete certain approved courses in professional teacher education in order to be certified.

SPIRAL CURRICULUM: U.W.-Stout offers you an opportunity to become fully certified and to earn university credits at the same time. The following diagram graphically explains the certification procedure.

THE SPIRAL CURRICULUM



PRE-SERVICE WORKSHOP: This is a five-day workshop conducted at U.W.-Stout for new VTAE teachers. It is designed to prepare you with job entry teaching skills that you will need to begin teaching in your VTAE classes (see application form for dates).

IN-SERVICE COURSES: *Methods of Teaching Vocational Education* is a two-credit course that will be offered during the first semester. It will be mostly individualized so that you can complete the requirements while you are teaching your classes. It will include on-site visits and individual assistance by Industrial Teacher Education faculty from U.W.-Stout.

Course Construction will be offered for two credits second semester. It, too, is individualized and can be completed at your own pace during the second semester.

SUMMER SESSION: The remainder of the courses required for certification will be offered at U.W.-Stout during the summer session. These courses are: *Instructional Evaluation* (? cr), *Educational Psychology* (2 cr), *Guidance* (? cr), and *Principles of VTAE* (? cr). Independent study is also available for those who wish to concentrate on topics related to their special needs.

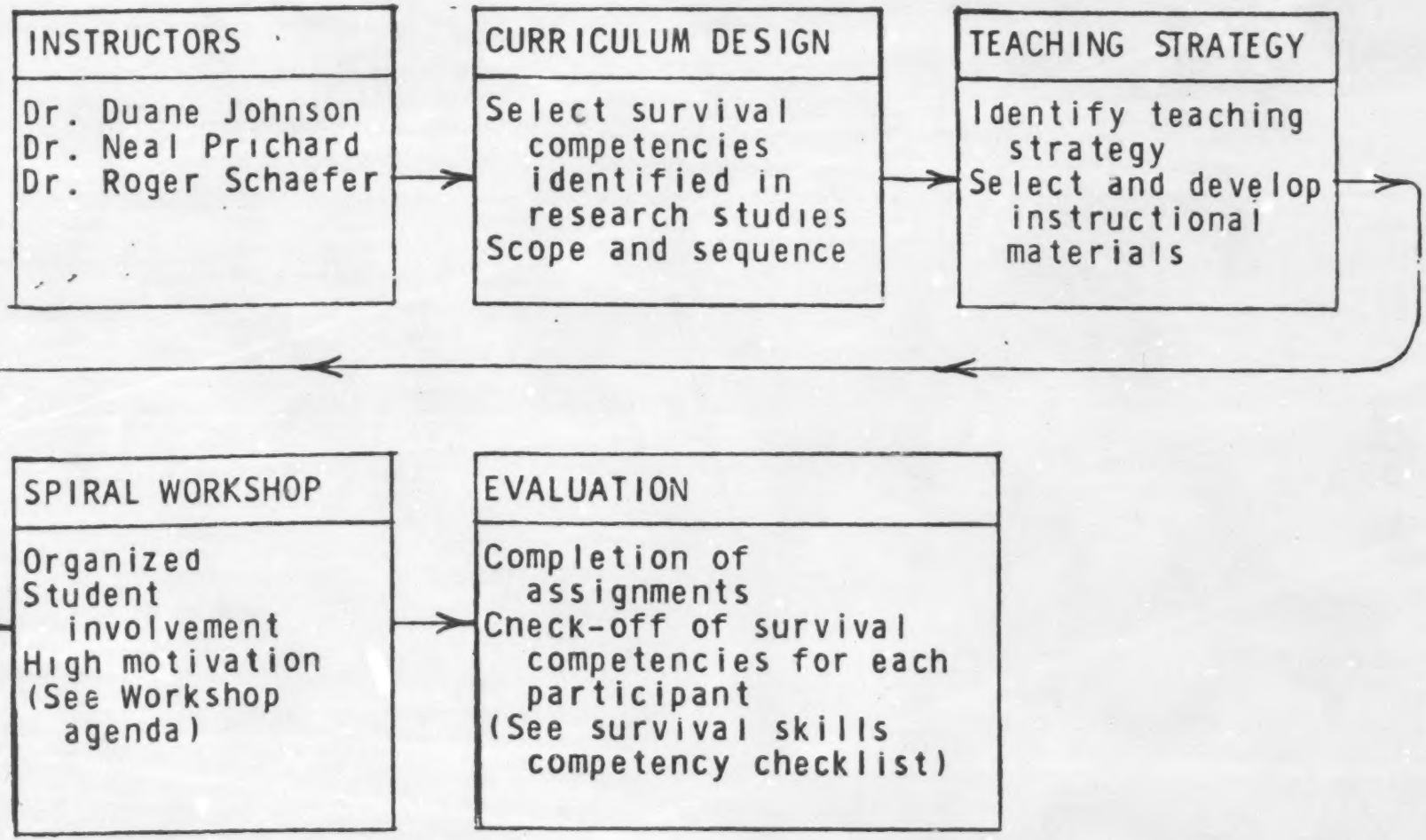
COSTS:
Undergraduate credits: $24.25/credit (1977-78 prices)
Graduate credits: $40.50/credit (1977-78 prices)

APPLICATION: Application forms are available from the Assistant Director's office in your VTAE school. For further information, call (715) 232-1311 at U.W.-Stout and ask for Dr. Gebhart or Dr. Peter.

5-b

SPIRAL CURRICULUM MODEL

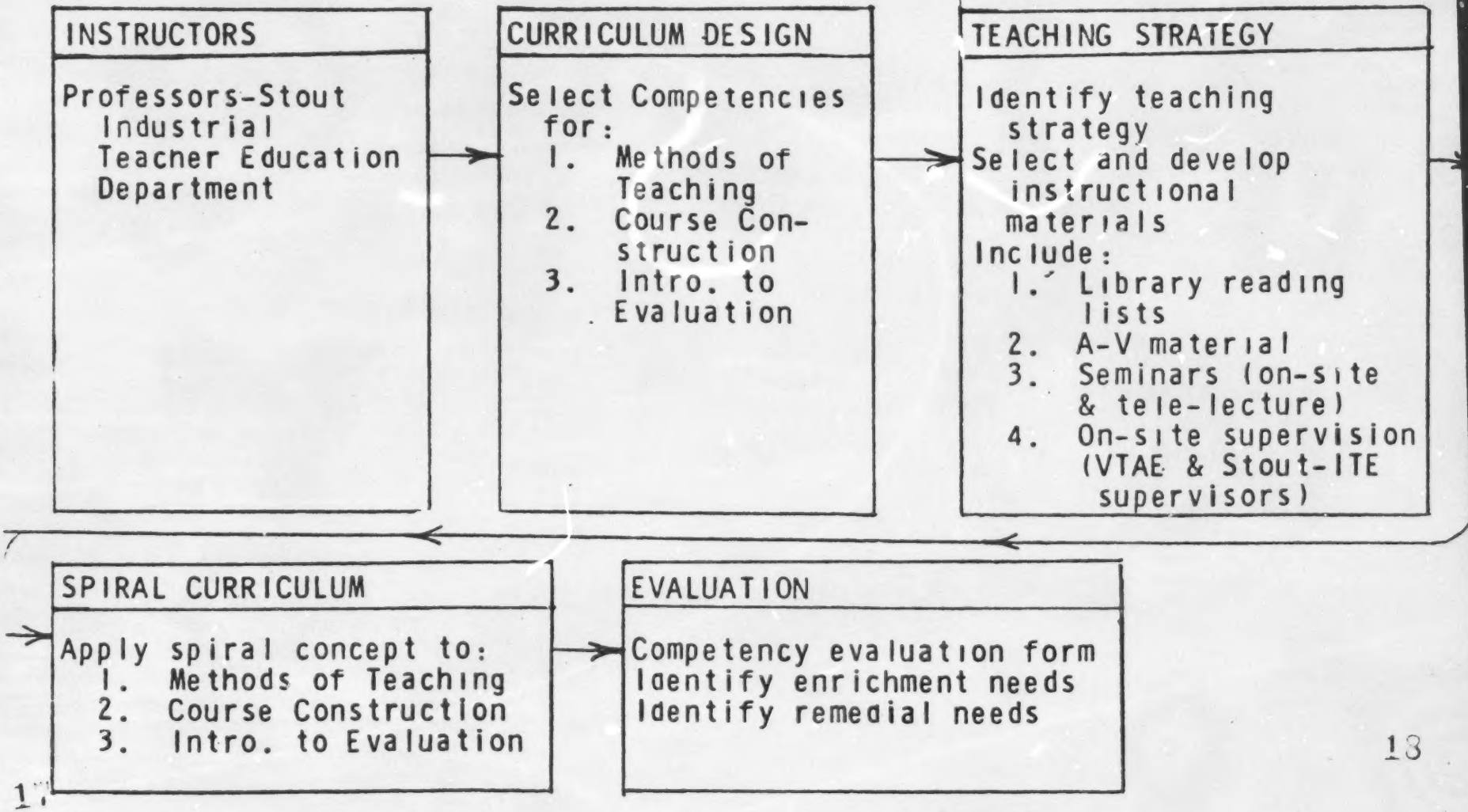
PHASE I-Survival Skills for Beginning Teachers
(one week in August=1 credit)



5-c

SPIRAL CURRICULUM MODEL

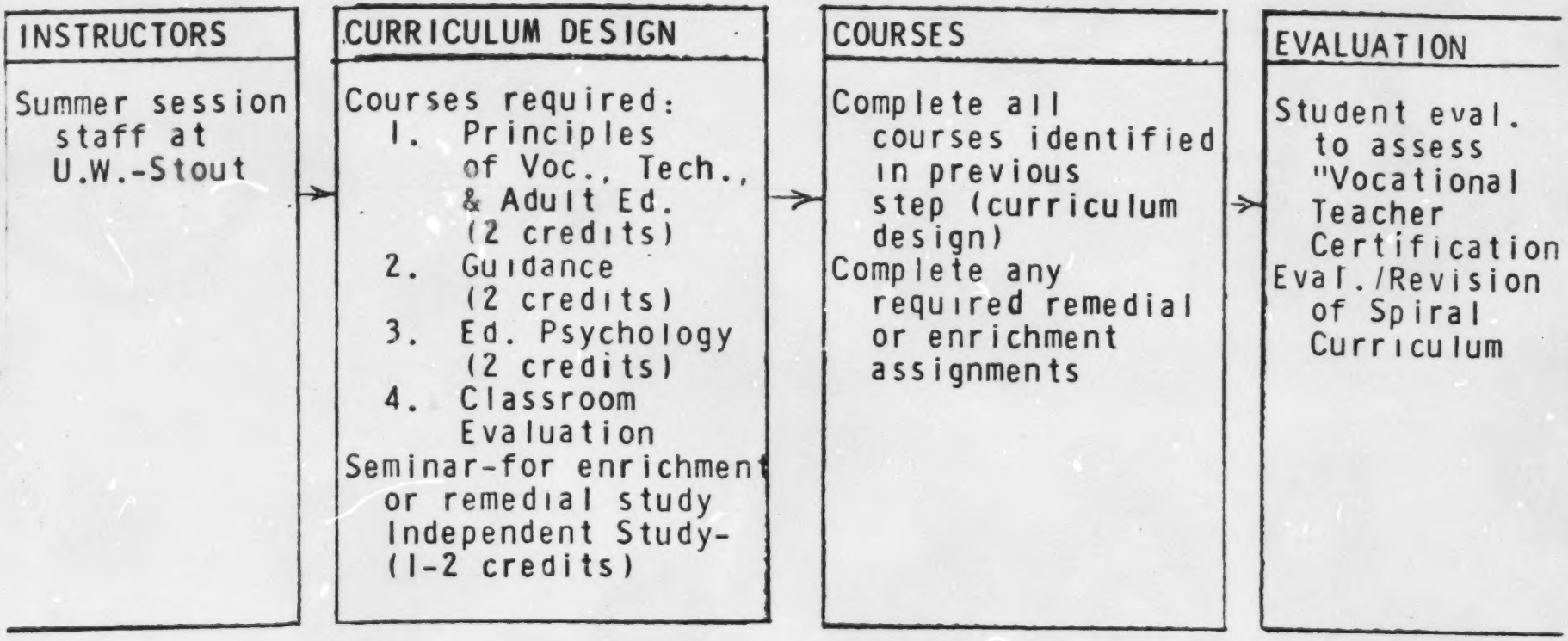
PHASE II-In-Service Developmental Phase in Course Construction, Teaching Methods and an Introduction to Evaluation (September to June=4 Credits)



5-d

SPIRAL CURRICULUM MODEL

PHASE III-Discrete Courses Plus Enrichment/Remedial Needs
(eight-week summer session=eight credits or more)


INSTRUCTORS
Summer session staff at U.W.-Stout
CURRICULUM DESIGN
Courses required:
1. Principles of Voc., Tech., & Adult Ed. (2 credits)
2. Guidance (2 credits)
3. Ed. Psychology (2 credits)
4. Classroom Evaluation
Seminar-for enrichment or remedial study
Independent Study-(1-2 credits)
COURSES
Complete all courses identified in previous step (curriculum design)
Complete any required remedial or enrichment assignments
EVALUATION
Student eval. to assess "Vocational Teacher Certification
Eval./Revision of Spiral Curriculum

APPENDIX C

-Agenda Pre-Service Workshop

Pre-Service Workshop Agenda

Dr. Duane Johnson/Dr. Ted Wiehe

MONDAY, JULY 31

	9:00 - 10:30	Registration (Sharon Stewart)
	10:30 - 10:45	Welcome and Introduction to Workshop (Phil Ruehl)
Obj. 1-5	10:45 - 11:15	Certification
Obj. 1-5	11:15 - 12:00	Overview of Spiral Curriculum (Rich Peter)
	12:00 1:00	LUNCH
Obj. 1	1:00 - 1:30	Vocational Delivery System in Wisconsin (Bob Rudiger)
Obj. 1	1:30 - 2:00	Learning Theories (Ted Wiehe)
Obj. 5	2:00 - 2:30	Assessing the Levels of the Learner (Duane Johnson)
	2:30 - 2:40	Break
Obj. 1	2:40 - 3:30	Motivating Students (Ted Wiehe)
Obj. 4	Assignment:	List the topics within one course you will be teaching.

TUESDAY, AUGUST 1

Obj. 4	8:30 - 9:15	Course Content, Overall Course of Study Components (Duane Johnson)
Obj. 4	9:15 - 10:00	VTECS-DACUM & Task Analysis (Duane Johnson)
	10:00 - 10:15	Break
Obj. 4	10:15 - 11:15	Objectives and Competencies (Duane Johnson)
Obj. 4	11:15 - 12:00	Lesson Planning (Ted Wiehe)
	12:00 - 1:00	Lunch
Obj. 2	1:00 - 2:00	How to Teach People Successfully (Ted Wiehe)
Obj. 2	2:00 - 3:00	Learning and Teaching Activities (Duane Johnson)
Obj. 2	3:00 - 3:10	Break

Obj. 4	3:10 - 3:40	Organizing Unit Scope and Sequence (Duane Johnson)
Obj. 4	3:40 - 4:15	Lab-Developing Unit Organizational Plans (Team)
Obj. 1	4:15 - 4:30	Review and Wrap-Up (Ted Wiehe)
Obj. 3	Assignment:	Choose a topic for a mini-lesson (I & II) you may teach and list several methods you would consider to introduce the lesson.

WEDNESDAY, AUGUST 2

Obj. 3	8:30 - 9:00	Introduce Lesson Plan #1 and 2 (Ted Wiehe)
Obj. 3	9:00 - 9:40	Lab-Developing Lesson Plans for Micro-Teaching #1 and 2 (Team)
	9:40 - 10:00	Break
Obj. 2	10:00 - 12:00	Lab: 1. Audio Visual Aids Self Instructional Lab 2. Library Introduction
	12:00 - 1:00	Lunch
Obj. 3	1:00 - 1:30	Use of Video-Taping Equipment (Team)
Obj. 3	1:30 - 2:20	Lab-Micro Lesson #1 and 2
	2:20 - 2:30	Break
Obj. 2	2:30 - 2:45	Demonstration-Making Transparency and Ditto Master on Thermo Fax (Team)
Obj. 3	2:45 - 4:30	Lab-Micro Teaching and Lesson Critiquing (Team)
Obj. 4	Assignment:	Prepare Lesson Plans and Rehearse for Your Demonstration Lesson Tomorrow

THURSDAY, AUGUST 3

Obj. 1	8:30 - 8:45	Professional Organizations (Bill Neverdahl)
Obj. 3	8:45 - 9:10	Manipulative Activities
	9:10 - 10:00	Lab-Micro Teaching
	10:00 - 10:10	Break
Obj. 3	10:10 - 12:00	Lab-Micro Teaching
	12:00 - 1:00	Lunch

APPENDIX D

-Workshop Participants

Obj. 5	1:00 - 2:00	Rating Scales and Checklists (Duane Johnson)
Obj. 5	2:00 - 3:00	Building the Workshop Evaluation (Team)
	3:00 - 3:10	Break
Obj. 3	3:10 - 4:15	Lab-Micro Teaching
Obj. 1	4:15 - 4:30	Review and Wrap-Up
Obj. 5	Assignment: Self-directed Activities	

FRIDAY, AUGUST 4

Obj. 1	8:30 - 9:30	Evaluating Instruction (Duane Johnson)
Obj. 3	9:30 - 10:00	Lab-Micro Teaching (Team)
	10:00 - 10:10	Break
Obj. 3	10:10 - 12:00	Lab-Micro Teaching (Team)
	12:00 - 1:00	Lunch
Obj. 5	1:00 - 2:00	Evaluating Workshop
Obj. 5	2:00 - 2:30	Workshop Summary (Ted Wiehe)
Obj. 5	2:30 - 3:00	Workshop Evaluation Summary (Duane Johnson)
	3:00	Adjourn

WORKSHOP PARTICIPANTS
1978-79

NAME/HOME ADDRESS/PHONE	TECH. INST./ADDRESS/PHONE	SS #
1. Boyd, Elaine S. 326 W. Fillmore Eau Claire, WI 54701 715/835-2535	District One Tech. Inst. 620 W. Clairemont Ave. Eau Claire, WI 54701 715/836-3928	471-32-3561
2. Gloss, John J. 331 Westwind Road Oshkosh, WI 54901 414/231-5429	Lakeshore Tech. Inst. 1290 North Ave. Cleveland, WI 53015 414/693-8211	394-48-3139
3. Heeler, Gary 617 Mark Ave. Sheboygan Falls, WI 53085 414/467-6833	Lakeshore Tech. Inst. 1290 North Ave. Cleveland, WI 53015 414/693-8211 ext. 234	389-56-8721
4. Hubmer, Joel 415 Greaton Rd. New Richmond, WI 54017 715/246-2827	Wis. Indianhead Tech. Inst. 1019 S. Knowles Ave. New Richmond, WI 54017 715/246-6561	470-48-7540
5. Jones, Julie 1609 W. Spencer St. Appleton, WI 54911 414/731-7360	Fox Valley Tech. Inst. 1825 N. Bluemound Drive Appleton, WI 54913 414/739-8831 ext. 273	394-66-0129
6. Mueller, Richard 1020 N. 8th Ave. Wausau, WI 54401 715/675-2486	North Central Tech. Inst. 1000 Schofield Ave. Wausau, WI 54401 715/675-8831	392-24-8658
7. Pozy, Frank Rt. 3 Sheboygan Falls, WI 53085 414/452-7244	Lakeshore Tech. Inst. 1290 North Ave. Cleveland, WI 53015 414/693-8211	387-30-8898
8. Richard, Paul 1720 Wisconsin Ave. Manitowoc, WI 54220	Lakeshore Tech. Inst. 1290 North Ave. Cleveland, WI 53015	398-46-4420
9. Rios, Francisco 377 N. West Ave. Waukesha, WI 53186	Waukesha County Tech. Inst. 800 Main St. Pewaukee, WI 53072 414/691-3200 ext. 411	192-44-0209
10. Thurow, Ken 303 East St. Wilton, WI 54670 608/385-6729	Western Wis. Tech. Inst. Sixth and Vine Streets La Crosse, WI 54601 608/785-9200	398-38-7069

APPENDIX E

-Workshop Evaluation

SUMMARY OF
PARTICIPANT'S OPINIONNAIRE FOR SURVIVAL SKILLS WORKSHOP

To help us in improving our Survival Skills Workshop program, we would appreciate receiving your response to the following items: Please circle your response. Add comments after any statements as you feel appropriate.

Ratings:	Strongly Disagree (SD) Disagree (D) Uncertain (U)	Agree (A) Strongly Agree (SA)

Statement	No. Responses Each				
	SD	D	U	A	SA
1. Correspondence related to the workshop was appropriate	1	2	3	3	1
2. Sufficient work space was provided for each participant	0	1	0	3	6
3. The housing arrangements were satisfactory	0	0	1	7	1
4. Parking arrangements were satisfactory	0	0	2	7	1
5. The food was very good	0	2	2	3	1
6. Evening extra curricular activities were appropriate	0	0	5	1	1
7. The content of the seminar was relevant to our needs	0	0	0	5	3
8. The time of year was appropriate for my needs	0	1	0	2	6
9. The topics in the program fit together to make a coherent program	0	0	0	5	5
10. The overall delivery system was (is) appropriate	0	0	0	4	5
11. More topics should have been covered during the week	1	7	0	2	0
12. Instructional materials provided facilitate learning	0	0	0	7	3
13. The micro teaching experiences were valuable	0	0	0	1	8
14. The seminar schedule of activities was well designed	0	0	1	7	2
15. The preferred location of the seminar is UW-Stout	0	1	2	3	3
16. Specific topics could use more clarity	0	5	0	5	0

Statement	No. Responses Each				
	SD	D	U	A	SA
17. There was sufficient opportunity for individual discussions with the instructors--	0	0	1	3	6
18. Orientation session to the workshop was appropriate----------	0	0	2	5	3
19. The skills learned during this seminar will be useful on my job----------	0	0	0	2	8
20. The campus classified support staff was courteous and helpful----------	0	1	2	3	4
21. The instructional and clerical team was courteous and helpful to the participants----	0	0	0	3	7
22. Resource persons on campus were helpful------	0	0	1	6	2
23. The instructional team had a thorough knowledge of their topics----------	0	0	0	2	8
24. The instructional team was well organized----	0	0	0	3	7
25. The project administration team was well organized----------	0	1	1	6	1
26. Providing university credit for the seminar was important to me----------	0	0	2	1	7
27. I experienced instructional techniques which were new to me----------	1	0	1	2	6
28. I was exposed to technical equipment and technical procedures new to me and which can be used in my teaching assignment----------	0	1	0	4	4
29. In general, presentations were difficult to understand----------	4	6	0	0	0
30. The workshop was the appropriate length------	0	0	1	6	3
31. The stated objectives of the workshop were met----------	0	0	1	5	4

COMMENTS

32. THE BEST THING ABOUT THE SURVIVAL SKILLS WORKSHOP WAS:

-overall effectiveness and practicality
-the instructors using the techniques they are teaching
-reaffirming my ideas and goals, building confidence, outgoing instructors
-micro teaching
-new ideas and meeting other VTAE instructors
-the opportunity to attend
-preparation
-we had a chance to do a lesson and see how we look giving it
-micro teaching
-content

33. THE WORST THING ABOUT THE SURVIVAL SKILLS WORKSHOP WAS:

-registration/housing
-building
-need more films (to break up discussion sessions)
-not specifically geared for instructors who <u>have been</u> teaching already

34. FOR A FUTURE SURVIVAL SKILLS WORKSHOP, I WOULD SUGGEST:

-registration through the mail
-possibly more inf. and construction on exams
-some individual conference time
-for a group of people who have taught before
-afternoon rap session of problems others could help solve

<u>GENERAL COMMENTS</u>:

Continue the excellent program.
Two very good instructors!!
This was the most worthwhile program I have ever attended.
I would like to take this opportunity to especially thank Ted and Duane for an informative, educational and learning environment which will enable me to return to my class with more appropriate means of communication and study skills for my students.
Would like to see some offerings on discipline and regaining attention when students get distracted. I would prefer less time spent on registration.
I was most impressed by this concept of team teaching and feel that you compacted <u>needed</u> instruction quickly and efficiently. I enjoyed the program and learned almost more in this one week as I did in all my education courses in college.